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ABSTRACT

Education Alternatives, Inc. (EAI), a private educational company, and Dade County (Florida) Public Schools signed a 5-year contract stipulating that EAI would manage the classroom activities at the South Pointe Elementary School. The staff would implement EAI's "Tesseract Way" educational programs. The term "tesseract" comes from a children's book ("A Wrinkle in Time" by Madeline L'Engle in which she writes about children who take a fantasy trip through a "tesseract," a fifth-dimensional corridor for traveling to exciting new worlds) and is the trademark for all EAI schools. This assessment focuses on whether the school appears to be offering an alternative form of schooling that addresses the following major issues of restructuring: (1) changes in the core technology of the teaching and learning process, including the roles of teachers and students; (2) changes in the occupational situation of educators, including school structure, conditions of work, and decision making about rules, policies, and customs; and (3) changes in the distribution of power between schools and their clients and in the institution's responsiveness in empowering parents, students, and community members. Each section contains educational principles drawn from research by the leading educational reformers, and each principle is compared to the programs being implemented at South Pointe. Appendices contain two questionnaires with response totals: an EAI Teacher Survey responded to by 46 staff members, and a Tesseract Quality of Service Survey responded to by 249 parents. Order forms for Southeastern Regional Vision for Education products and services are appended. (Contains 54 references.) (MLH)

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A Public-Private Partnership:

South Pointe Elementary School

Miami, Florida

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A Public-Private Partnership:

South Pointe Elementary School
Miami, Florida

by Thomas H. Peeler

September 1992

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About the SERVE Laboratory

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the Laboratory reflects a commitment to creating a shared vision of the future of education in the Southeast.

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students. Laboratory goals are to address critical issues in the region, work as a catalyst for positive change, serve as a broker of exemplary research and practice, and become an invaluable source of information for individuals working to promote systemic educational improvement.

In order to focus the work of the Laboratory and maximize its impact, SERVE will emphasize one of the national goals established by the President and National Governors' Association for regional attention each year. A special three-year project, SERVEing Young Children, will focus on ensuring that all children are ready to begin school. In addition, SERVE will respond to other regional needs as identified through needs assessments, collaboration with other organizations, and regular, direct contact with educators in the region.

Collaboration and networking are at the heart of SERVE's mission; the Laboratory's structure is itself a model of collaboration. The Laboratory has four offices in the region to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The Laboratory's information office, affiliated with the Florida Department of Education, is located in Tallahassee. Field service offices are located in Atlanta, Greensboro, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi.

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INTRODUCTION

A Unique Partnership

When South Pointe Public Elementary School opened its doors for the first time in September 1991, it became the first public-private partnership in education of its kind in the nation. Education Alternatives, Inc. (EAI), a private, for-profit educational company, and Dade County (Florida) Public Schools signed a five-year contract which stipulated that EAI would manage the classroom activities at the school. This meant that the staff at South Pointe would implement EAI's Tesseract Way educational programs. ("Tesseract" comes from the famous children's book, *A Wrinkle in Time*, by Madeleine L'Engle, in which she writes about children who take a fantasy trip through a tesseract, a fifth-dimensional corridor for traveling to exciting new worlds. Tesseract is the trademark for all EAI schools.)

Dade County Public Schools pays EAI the same amount it would spend to start and run any other new school in the district. In addition, EAI solicits grants and raises money from private and other sources to fund the additional materials, equipment, technology, and the additional certified and associate teachers at South Pointe.

South Pointe Elementary School has received a great deal of media attention during the past year. The school has been featured twice on "Good Morning America," it has been featured on the nightly news of all three major television networks, major magazines from *Time* to *Newsweek* have written about the school, and leading newspapers from the *New York Times* to the *Los Angeles Times* have written articles or editorials about South Pointe.

The school has received this extensive publicity for two reasons. First, it is the nation's first public-private school partnership venture, and secondly, the teaching/learning process as practiced at South Pointe is dramatically different from what is practiced in most schools in the country. This first-year assessment report is an attempt to paint a picture with words that describes the world of South Pointe Elementary.

Demographic Information

South Pointe Elementary School, which serves approximately 700 students, has a pre-school program for four-year-old children and kindergarten through grade six classes; in addition, the school has a Head Start program for three-year-olds. Sixty-six percent of the students are Hispanic, eleven percent are black, and the remaining twenty-three percent are white and/or from other ethnic groups. All of the three- and four-year-old children are on the free and reduced lunch program as well as eighty percent of the children in kindergarten through grade six.

The school has a pupil-teacher ratio of 15 to 1. This is accomplished by assigning a certified teacher and an associate teacher from the graduate program of the University of Miami to each class of thirty pupils.

Purpose of Report

This assessment report on South Pointe for the 1991-92 school year will focus primarily on one key question: Does South Pointe Elementary School appear to be offering an alternative form of schooling that addresses the major issues of restructuring, as defined by many of the movement's leading proponents (Deming, 1991; Elmore, 1990; Fullan, 1991; Glasser, 1990; Lewis, 1989; Lezotte, 1990; Resnick, 1990)?

Definition of "Restructuring"

To differentiate "school improvement" from "educational restructuring" initiatives, theorists describe school improvement initiatives as efforts to improve teaching and learning within the existing or conventional paradigms of school organization and practice. By contrast, the goal of educational restructuring is to introduce new models of pedagogy and practice and to replace existing models of school structure and management with ones that support the new models of pedagogy and practice. Leading educational reformers focus on **three main dimensions of restructuring**: (1) changes in the core technology of the teaching and learning process, including the roles of teachers and students; (2) changes in the occupational situation of educators, including school structure, conditions of work, and decision making about rules, policies, and customs; and (3) changes in the distribution of power between schools and their clients and in the institution's responsiveness in **empowering** parents, students, and community members (Deming, 1991; Elmore, 1990; Fullan, 1991; Glasser, 1990; Lewis, 1989; Lezotte, 1990; Resnick, 1990).

The major sections of this report will focus on these three main dimensions of restructuring and how the Tesseract Way program at South Pointe is addressing them. Each section will contain educational principles drawn from research by the leading educational reformers, and each principle will be compared to the programs being implemented at South Pointe. Because the Tesseract Way program has been in effect for only one year, this report does not address issues such as student achievement and overall program effectiveness.

*(**Note:** The description of EAI programs and methods and of specific computer systems does not represent an endorsement by SERVE of those programs, methods, or systems.)*

I. Changes in Teaching and Learning

Over the past several years, a growing body of knowledge has emerged from cognitive psychology, critical pedagogy, and philosophy that calls for radical changes in the teaching and learning process—a new definition of learning. The consensus among our leading educators, psychologists, philosophers, etc., is that tomorrow's adults must be prepared for a lifetime of inquiry, analysis, collaborative learning, problem solving, and decision making in a context of uncertainty, innovation, and change. These abilities will be the "basic skills" of the future.

This new definition of learning requires that the teacher's role become more like that of a coach, facilitator, listener, model, guide, and mediator. The student will become more of a self-regulated learner who can think critically and strategically, solve problems, and work in cooperative learning groups.

Principles of Learning

This section addresses seven cognitive principles of learning and relates these principles to their practical applications at South Pointe Elementary School.

1. *Successful learning is internal to the individual and not controlled by persons outside the learner.*

   (Deming, 1990; Glasser, 1990; Jones, 1989; Langford, 1991; Lipman, 1989; Resnick, 1990; Weinstein, 1985)

   - South Pointe children do not receive traditional grades. There are no smiling faces on papers and one rarely hears active praising or criticizing. Instead, children are gradually getting the idea that the work they are doing should please them, not necessarily the teacher, which is what most children think in traditional schools.

   - The Tesseract philosophy is based on the principle that the only real evaluation is self evaluation, and the teacher's role is to develop good self-evaluators. South Pointe students often sit beside teachers and go over their work. Outward praise of student work is rarely heard; instead, the teacher and the child or cooperative group go over their work, with the child explaining the strong areas in the paper or report and the teacher assisting the student in areas that need strengthening. The teacher's role is to assist the child in developing good self-evaluation skills and building the idea of what quality work is all about.

   - Children often sit alone, puzzling over a math manipulative or carefully observing material in a science center.

   - Prior to the implementation of the Tesseract Way program at South Pointe, the program had been used in private schools with children from middle to upper-income families. The teachers and principal at South Pointe indicate that they did not have to alter the Tesseract Way program to accommodate the low-income children they serve. It is evident that most of the students have adapted quickly to a program that places considerable responsibility on them for their education.

- Writing of all kinds is a priority at South Pointe—from essays to reports to daily entrees in their journals to rearranged endings of stories on a computer.

2. *The main role of the teacher should be that of a coach, model, facilitator, listener, and guide. The active learner, not the teacher, is on center stage.*

(Brandt, 1989; Dyasi, 1989; Johnson, 1990; Kagan, 1989; Resnick, 1987; Sizer, 1990; Slavin, 1990; Wiggins, 1989)

- At South Pointe, teachers rarely conduct a directed lesson for all students in the class. The closest thing to a directed lesson is a story being read to the class by a student, volunteer, or teacher.
- Children work cooperatively at one of the three computers in each classroom.
- Teachers work with manipulatives with a small group of students; teachers work with student work groups on science, social studies, or other cooperative group assignments.
- Children work in cooperative groups with no direct supervision.
- Children work alone on math, reading or other content areas.
- A first-grade child is assisted by his fourth-grade reading buddy.
- The teacher and the class work at the Discourse computer lab, a highly interactive computer system. The teacher poses questions, and each child responds on his or her "Studycom" or interactive keyboard. Children's responses range from multiple choice, numerical answers, or single words to complete sentences or even a paragraph. All learners are prompted to type their answers on the Studycom, which enables the teacher to immediately and simultaneously view all responses on his or her Controlcom and give immediate feedback to the students. The students also use their Studycom to type comments or ask questions of the teacher.

3. *Cooperative learning is a powerful learning tool that develops positive interdependence and personal responsibility, increases student achievement, and improves social and affective development among all students.*

(Fullan, 1991; Johnson & Johnson, 1983, 1990; Kagan, 1992; Sharon & Shaulov, 1989; Slavin, 1983)

- Children at South Pointe use cooperative learning techniques in all areas of the curriculum.
- Children at South Pointe use cooperative learning in critiquing each other's writing assignments.
- Children work cooperatively on computer problem-solving programs such as "Wagon Train," where cooperative learning groups can have a dialogue with each other in order to reach consensus on a problem-solving activity.

- Children work cooperatively on long-term science or social studies projects. Children determine what areas of the project they will work on and how to present the final project to the teacher.
- Children work cooperatively in solving math problems.
- Children use cooperative learning structures in various drill and practice activities.
- Teachers step in and out of cooperative groups providing help as needed or requested.

4. *Cognitive perspectives on learning focus on higher-order thinking, including strategic thinking or metacognition.*

(Brandt, 1989; Gardner, 1983; Jones, 1988, 1989; Lipman, 1988; Resnick, 1987, 1989)

- At an early age, students at South Pointe are beginning to understand that they have many resources at their command to help them learn and gain power over their learning environment.
- When asked where they can get help on assignments, South Pointe students have ready answers—from their peers, their sixth-grade tutor, the computer, the teachers, the library, or a volunteer.
- Students are engaged in many activities to help each other solve problems or complete tasks.
- Teams of two children often work together on computer stories, discussing how the characters can be rearranged and then how the story will be changed. (At my last visit, I observed two second-graders discussing how the story of "The Little Red Hen" could change as a result of their moving the characters around via their Josten Reading computer program.)
- Students appear to value their peers, not only for their social support but because they learn from each other. Student discussion of assignments is the rule rather than the exception.
- Teachers often model their own thought processes for students, particularly in their process writing assignments. This technique appears to be a very powerful way for students to better understand what strategic thinking is all about.

5. *Cognitive principles focus on what is involved in self-regulated learning and what conditions produce optimal learning.*

(Anderson, 1990; Bereiter & Scardamalia, 1989; Dunn, 1990; Gardner, 1983; Glasser, 1990; Langford, 1990; McCarthy, 1990; Prawat, 1989)

- A number of students have commented that the teachers recognize how they learn and give students leeway in completing projects.

- Each child at South Pointe is administered the Swassing-Barbe Learning Modality Inventory and 95 percent of the teachers surveyed in the attached EAI Teacher Survey indicated that they are using the results of the inventory. (*See Appendix A.*)

- Teachers indicated that they know how students will begin a project or assignment based on their learning style: the auditory learners want to talk about it among themselves prior to beginning; visual learners get right down to work by doing additional reading or starting on the assignment; and kinesthetic learners get down to work but need varying activities to keep them at their task. Teachers allow students to complete work based on what works best for them. As a result, many different settings are apparent in the classrooms: students talking to each other, students working alone on assignments, and teachers working with individuals or small groups.

- It is evident that students feel good about themselves and feel empowered to work on assignments on their own or with others. Students indicate that they never feel embarrassed to ask the teacher for help in any area.

- At South Pointe, many different activities go on in each class. Most students work with other students or alone, and the teacher focuses on small groups of students or discusses assignments with individual children.

6. *Self-regulated learning from the cognitive perspective involves not only setting learning goals but also monitoring the process of learning, thinking strategically about how to accomplish a task, assessing what is learned, and determining the next steps in learning.*

(Brophy, 1992; Costa, 1991; Elmore, 1992; Marzano, 1992; Oakes, 1985; Prawat, 1992)

- Beginning in second grade, children plan their math lessons for the next week. Students not only plan their own lessons, they have to be prepared when meeting with the teacher to discuss the next steps in their learning program.

- Students use many different methods to assess their progress. Students know that the teachers will generally ask two questions when they hand in their work: "What do you like about this paper? How do you think it could be improved?"

- Students have a hand in setting their goals and feel a sense of accomplishment when a milestone objective is accomplished. (On one occasion, I observed a limited English-speaking student as he completed a major section of his computer-based readiness reading program. He immediately went to the teacher and indicated he was ready for the "real" reading material. It was obvious to me he knew that he had completed a major objective.)

7. *Meaningful learning is associated with authentic testing and tasks built on real experiences with meaningful interaction with others.*

(Gardner, 1987; Glasser, 1990; Langford, 1991; Loucks-Horsley, 1989; Mills, 1989; Tierney, Carter, & Desai, 1991; Wiggins, 1989)

- South Pointe is very much a South Florida school. Learning centers focus on the sea and children work in cooperative groups studying the environment of the Everglades and build things with palm fronds. Students recognize the delicate balance of nature in their surroundings.

- It is not unusual to see a math lesson or other content area lesson being conducted outside where the school grounds and surrounding areas serve as a laboratory for learning.

- Students have individual portfolios that remain with them as long as they attend South Pointe.

- Students, along with the teacher, determine what goes into the portfolio.

- Portfolios are used in several ways. First, the portfolio lets the children know they can evaluate their own work over time. Second, at parent conferences, parents and students can review the items that are in the portfolio. Lastly, teachers indicate that a portfolio is an excellent tool for judging the progress students have made and filling in gaps in their learning.

- Students enjoy showing visitors their portfolios, and the pride they have in their work is unmistakable. They can discuss the content of the assignments as well as the selection process for placing items into their portfolios.

II. Changes in the Occupational Situation for Teachers

During the past decade a reform movement has been building in both the public and private sectors to make organizations more democratic and less authoritative in their approach to decision making. Goodlad (1984) espouses the idea that the individual school must become largely self-directing with control over budgets, curriculum, and staffing.

Just as major corporations are trying to involve employees at all levels in the decision-making process, many school districts are piloting shared decision-making techniques at the school site level. In its broadest sense, shared decision making shifts the major decision-making responsibilities from a central office to the school level, specifically to principals, teachers, and parents. Shared decision making can also be regarded as a comprehensive strategy for professionalizing teaching and education (Peeler, 1991).

Principles of the Professionalization of Teaching

This section addresses two principles on the professionalization of teaching and relates these principles to the teaching environment at South Pointe.

1. *If teachers are given autonomy and held ultimately accountable for the work of their students, they will perform to the best of their imaginative ability. Equally important, the career of teaching will become more attractive than it is now. Talented people seek jobs that entrust them with important responsibilities.*

   (Boyer, 1983; Goodlad, 1984, 1990; Marzano, 1992; Peeler, 1991; Sizer, 1984; Smith & Piele, 1989)

   - South Pointe's mission is: **Every child has a gift and a talent. We accept the challenge to find and nurture these qualities in each child.** (I have met with many of the teachers at South Pointe both individually and in small team settings. I have never heard a derogatory remark about a child. If a child is having a problem, it is the teacher's or teaching team's problem to solve—in other words, they are taking the responsibility to help children reach their potential, not placing the blame on the child's background or environment.)

   - Teachers take great pride in the philosophy and beliefs espoused by the Tesseract Way (*see EAI Teacher Survey in Appendix A*). They have great confidence in the teaching methodologies they are using and believe that no child will fall through the cracks at South Pointe.

   - Teachers are treated as true professionals at South Pointe. Teaching teams of two teachers have their own office, equipped with a telephone and computer; in addition, teachers have their own business cards.

   - Teachers are enthusiastic about the methods they use to evaluate student progress. They will quickly retrieve each child's testing and observation data on their computer management system, go over the student's goals, and review the major milestone objectives the child has accomplished. They also regularly retrieve data on the progress that the child has made on the Computer Curriculum Corporation's reading and math programs. They behave as professionals who have confidence they are doing the right things for each child.

- EAI has done much to develop the professionalism apparent among the South Pointe staff. In addition to providing teachers the space they need to do professional work with a phone, computer, etc., they believe that professionalism grows with continued knowledge. They accomplish this with constant inservice for the South Pointe teachers. They started the process of regular assistance to the teachers prior to the opening of school and have continued this role throughout the year. As indicated by Fullan (1991) and Fullan and Miles (1992), innovations frequently fail because teachers are not provided the proper assistance once the program is implemented. Therefore, they never really institutionalize the innovation and eventually the new idea or program is dropped.

- Many of the rules, policies, traditions, and customs that govern traditional schools are not found at South Pointe. Indeed, a paradigm shift has occurred. Teachers have the authority to substitute the long-held tradition of student grades with a more authentic portfolio/project approach to assessment. Teachers at South Pointe have also gotten the customer-manager relation right—the student and the parent are the customers and the teacher's role is to provide the best service possible to them. Teachers at South Pointe understand the evaluation process well: the best evaluation is self-evaluation and students are being assisted daily in developing the intrinsic value of self-evaluation. In addition, the principal at South Pointe is a true transformational leader; she knows the mission/vision of the school and does not merely mouth the talk—she walks the talk everyday—communicating to teachers, students, and parents the reason they are all at South Pointe.

2. *Greater trust must be placed on the individual schools. Professional autonomy is the first requirement. Teachers, along with the principal, must have authority to make the key decisions about the services they render.*

(Carr, 1988; Dreyfuss, 1988; Goodlad, 1984; Lindelow, 1989; McWalters, 1989; Peeler, 1991; Thompson, 1989)

- During the 1991-92 school year, all teachers participated with the principal in making decisions by consensus, including all budgetary, hiring, and curriculum decisions. Teachers were often given the responsibility to plan and direct faculty meetings. Teachers and administration had an appeal process concerning decisions affecting the Tesseract Way program. There were very few appeals made to EAI, and personnel from EAI were readily available to the school to discuss issues concerning this unique relationship.

- The principal, teachers, and EAI have received considerable cooperation from the United Teachers of Dade, central and area administration, and the Dade County School Board in obtaining policy and contractual waivers in order to implement the Tesseract Way program. The union granted waivers to allow teachers to work a longer school year and a longer day with more staff meetings and inservice. Waivers were obtained from the union and school board to change the parent conference process. Waivers were also granted from the board to change assessment procedures and to substitute a parent reporting system for the Dade County student report card.

- At South Pointe, the teachers and administration have considerable power to operate the school. School personnel not only have control over the curriculum they offer, but they also make governance decisions that had been traditionally made through board policy or union contract.

- For the 1992-93 school year, South Pointe will have a formal "shared decision-making" cadre composed of teachers, administrators, students, parents, and a representative from EAI. The principal has voluntarily given up her veto power on decisions concerning selection of personnel, selection of materials, resource allocation funds, and other decisions affecting the school. These decisions will be made by consensus by the decision-making cadre. The school's formal decision-making proposal was submitted to the Dade County School Board on June 25, 1992. (During the 1992-93 school year, I will monitor the formal shared decision-making process at the school in terms of the cadre's effectiveness in making consensus decisions.)

III. Changes in the Distribution of Power Between the School and Its Clients

Research has shown that parental involvement is a prime determinant in children's learning and success in school. Children live in families; families live in communities. The texture of family and community life affects the life of a child in school. Therefore, the school is obligated to do all that it can to help children and to **empower** the family and community at large to become involved in the educational programs at the school.

Principle of Empowerment

This section addresses the principle of empowerment and relates this principle to the parental/community activities at South Pointe Elementary School.

> *The principle of empowerment is based on the notion that people working together tend to empower each other. Power shared is usually power multiplied. Empowerment encourages people to work together for common causes.*
>
> (Bloom, 1981; Brandt & Epstein, 1987; Fullan, 1991; Giroux, 1991; Goodlad, 1990; Hodgkinson, 1990; Johnson & Johnson, 1990; Peeler, 1991; Prawat, 1989)

- South Pointe teachers hold four parent conferences a year, with the first conference devoted to developing goals for the child. During this conference the parent, teacher, and child jointly set the social and academic goals for the child. Subsequent conferences devote considerable time to discussing the progress the student has made toward accomplishing these goals and setting new goals for the child.

- In the attached "Tesseract Quality of Service Survey," parents indicated a high degree of satisfaction in their role in setting the goals in their children's Personal Education Plan (*see Appendix B*).

- Written comments from parents further substantiate the results of the Parent Survey. Parents indicate that the parent conferences at South Pointe represented the first time they were consulted on what they thought their child needed and the first parent conference at which parents participated as actively as the teachers.

- South Pointe is organized into several "communities" with children in grades K-6 in each community. All siblings are in the same community. Each morning, all the children meet in this "family" setting for a few minutes where a story may be read, a group of children may put on a short skit, or music may be performed by a child or teacher. This activity strengthens the concept of family and a learning community. Teachers get to know students from all grade levels and students know all the teachers they will eventually have as they progress through the community.

- South Pointe communities of students, parents, and teachers also celebrate special events. During the Thanksgiving season, the community prepared a holiday feast the day before Thanksgiving. Each grade level had a special responsibility such as making salad, preparing vegetables, etc., and the children were then served their meal by the teachers and parents. (The parents I talked to felt that such activities strengthen their involvement in the school, and they feel they are a real part of the educational process.)

- Volunteers are recruited from the community to serve as mentors or resource people for the children. Volunteers work with individual students in academic areas, befriend lonely children, or serve as consultants in one of the academic areas.

- The business community has contributed money, time, and equipment to South Pointe because it believes the school will be a very positive factor in upgrading the quality of life in the community.

Concluding Remarks

As indicated earlier, this report does not evaluate student achievement and the overall effectiveness of the program at South Pointe. It is informal and based on observations made of administrators, teachers, and students as they shaped and experienced the pilot project at the school. Next year's assessment will begin to focus on achievement/effectiveness issues, with particular attention being paid to the programs being provided in the early childhood area.

This report focused on three dimensions of restructuring and the relation between several basic educational principles of those dimensions and the programs being offered at South Pointe. Observations made at South Pointe appear to confirm that the Tesseract Way program addresses the proposed restructuring changes that are being advocated by leading reformers in education.

In the first dimension of restructuring, the most dramatic changes in the school are in the core technology of teaching and learning, particularly with the changed roles of the teacher and student. Scores of educational reformers are calling for the teacher to become more of a coach and facilitator of the teaching/learning process with students taking on more responsibility for their own education. My observations and conversations with teachers and students reveal that this is happening at South Pointe.

In the second area of restructuring, occupational situation, it is evident in talking to teachers and administrators that they are operating with considerable professional autonomy. Teachers have their own offices, computers, and telephones, and waivers of union contract provisions and board policies have been granted to the school to enable it to change the way instruction is being delivered to children. In addition, the teachers and principal are sharing decisions concerning curriculum, budget, hiring, and other areas affecting the school. Next year, they will have a formal shared decision-making cadre composed of parents, students, teachers, administration, and a member from EAI.

The last area of restructuring, redistribution of power, concerns the responsiveness of the school to empowering parents and the community in the educational programs. At South Pointe, parents and students actively participate with the teacher in setting student goals, a giant step in accomplishing the concept of empowerment. As indicated in the parent survey and interviews with parents and students, it is evident that parents and students appreciate being more actively involved in the learning and goal-setting processes. It is further evident from the number of volunteers and business involvement that the school's community outreach program is successful.

South Pointe Elementary School has had a successful first year. The bottom line in any school attempting serious educational changes is how well all students in the school are achieving academic and social success. Research during the next few years should help answer that question.

APPENDIX A:

EAI TEACHER SURVEY

Note: The following appendicies were developed by Educational Alternatives, Inc., and may not be used without their permission.

EAI
Teacher Survey

We are gathering information to help us learn how we can improve the Tesseract® Way. Please take a few minutes to respond to these questions. This is totally anonymous. When you have finished, place in the EAI box in the office mail room.

I am a 22 **master teacher** 12 **associate teacher** 0 **teacher aide** 9 **specialist**

1 **lead teacher** 2 **other**

I like teaching at a Tesseract® School.

97.8% yes 0% no
2.2% sometimes

Your response:

I feel a difference in this school.

95.6% yes 2.2% no
2.2% yes/no

Your response:

I feel I've changed my role as a teacher.

80% yes 17.5% no
2.5% somewhat

Your response:

I teach differently than I taught before.

69.2% yes 17.9% no
12.8% yes/no

Your response:

April 6, 1992

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I feel part of an exciting educational experience. 97.7% yes 2.3% no

Your response:

I need more training. 86.1% yes 11.1% no
2.8% yes/no

Your response:

My biggest discouragement is:

I'm most encouraged by:

Anything you'd change about the school?

I believe I have made an effort to implement:

Addressing learning styles	95.3% yes	4.7% no
Flexible grouping	97.3% yes	2.7% no
Student publishing and writing	90.6% yes	9.4% no
Whole language	100 % yes	0 % no
Whole math	93.5% yes	6.5% no
Encouragement more often than praise	92.3% yes	7.7% no
Pro-social classroom management	97.2% yes	2.8% no

April 6, 1992

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The PEP process has helped me understand my students better. 100 % yes 0 % no

Other:

April 6, 1992

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APPENDIX B:

TESSERACT QUALITY OF SERVICE SURVEY

SOUTH POINTE ELEMENTARY SCHOOL

Prepared by:

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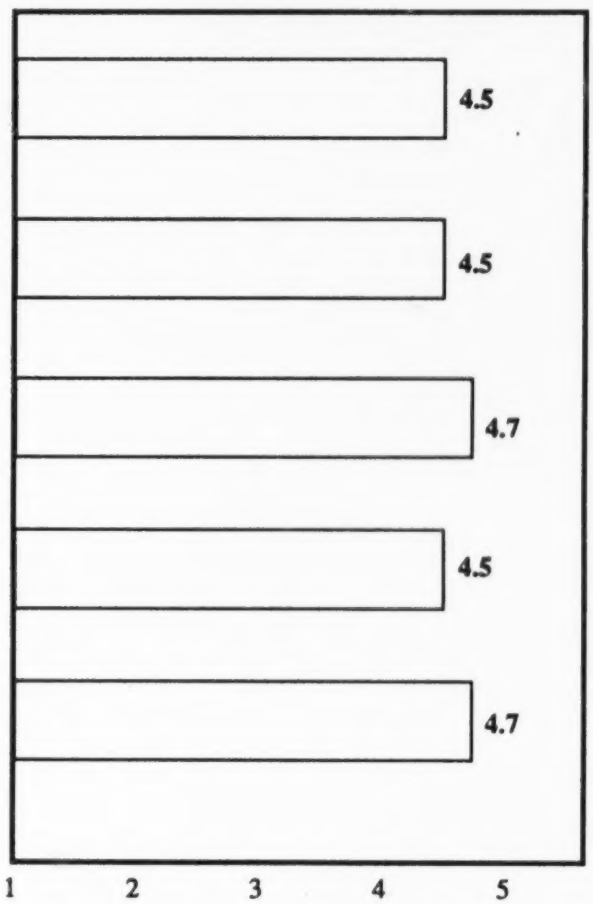
Marketing Research Consultant
Shoreview, MN

Tesseract Quality of Service Survey
February 1992

South Pointe **Combined**

1. My contact with all staff members is positive. — 4.5
2. The South Pointe staff listens and responds to my opinions, needs and concerns. — 4.5
3. My child is happy at South Pointe Elementary School. — 4.7
4. Classroom discipline is fair and consistent. — 4.5
5. My child's teacher communicates with me about what's happening at school. — 4.7



n = 249

Tesseract Quality of Service Survey
February 1992

South Pointe **Combined**

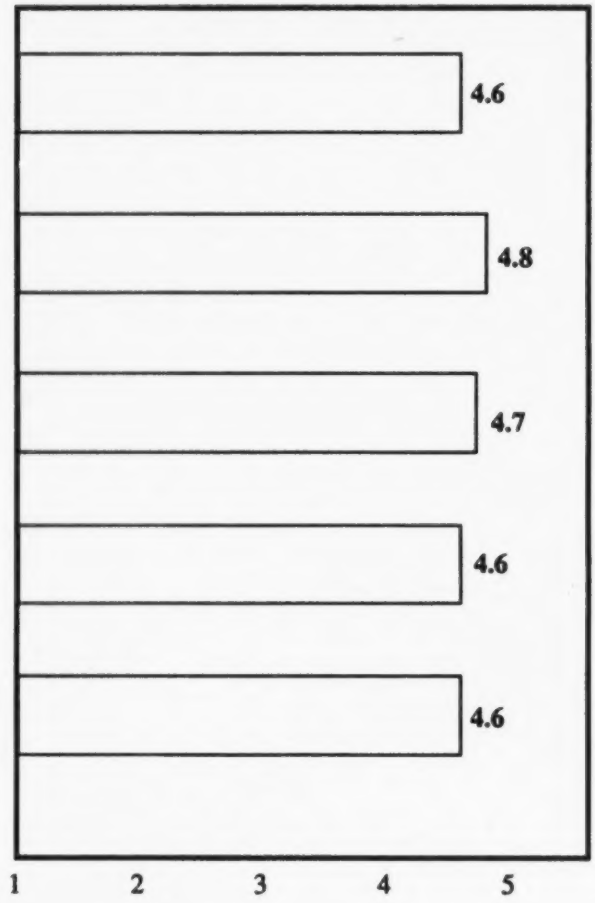
6. My child is progressing toward his/her PEP goals and objectives. **4.6**

7. I am satisfied with my child's teacher. **4.8**

8. I am satisfied with my child's associate teacher. **4.7**

9. I am satisfied with the principal. **4.6**

10. I receive adequate notice of all South Pointe events that affect my children or me. **4.6**



n = 249

Tesseract Quality of Service Survey
February 1992

South Pointe **Combined**

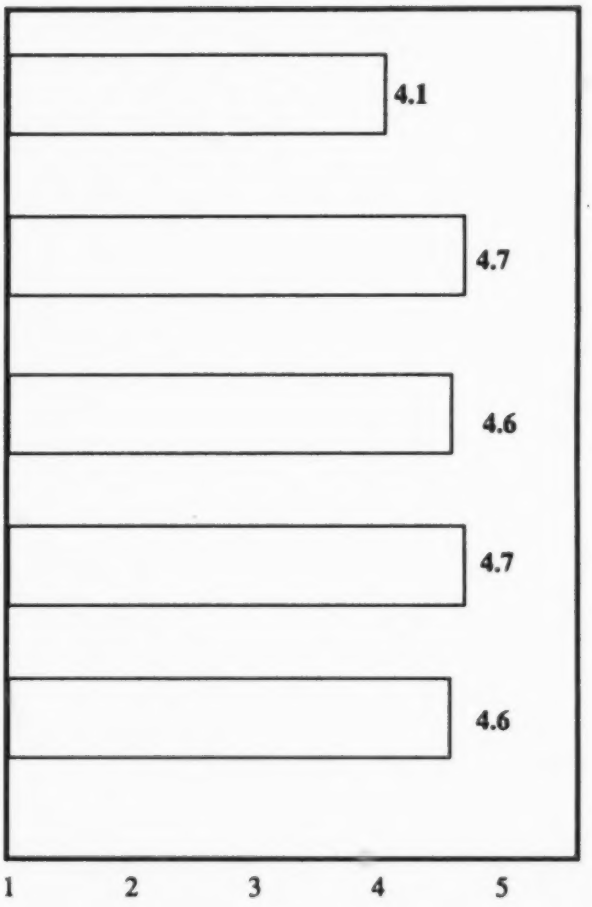
11. I am satisfied with the lunch program. **4.1**

12. I feel that the school is well run. **4.7**

13. The mission of South Pointe Elementary School is clear to me. **4.6**

14. The teacher(s) knows my child(ren) as an individual. **4.7**

15. I would recommend the Tesseract Education program at South Pointe to other parents. **4.6**



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